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NEW JERSEY STATE NORMAL SCHOOL AT NEWARK

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1914

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State Board of Education.

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JOHN C. VAN DYKE, ... Middlesex.
CALVIN N. KENDALL, ... Trenton.
Commissioner of Education and (ex-officio) Secretary.

Committee on State Normal Schools at Trenton, Montclair and Newark.

MELVIN A. RICE, *Chairman,*
EDMUND B. OSBORNE,
JOHN C. VAN DYKE.

A FOREWORD.

The New Jersey State Normal School at Newark opened its doors September 16th, 1913, with an enrollment of four hundred and forty-two students, and a waiting list. The capacity of the building was not fully taxed, but the teaching force was not sufficient to care for all those desiring to enter. The students enrolled were graduates of high schools, having approved four years' courses, and approved private secondary schools.

The new State school, centrally located between Broad street and Bellevue avenue, presents a dignified and picturesque appearance, situated as it is, amidst spacious grounds, beautified by sunken gardens, masses of shrubbery and bloom, pleasant walks and recreation centers. The building is a transition between the Jacobean and Elizabethan periods of architecture in England, and has been greatly admired for its fine lines and general effect.

The interior of the building has attracted attention on account of the color scheme, modern equipment and the many conveniences for teachers and students. Besides a complete light, heat and power plant, the ventilating system cleans, cools and humidifies the air throughout the building.

Special features, which have received favorable comment by educators and the general public, are, the auditorium, considered by experts to be a work of art; the library, specially adapted for reference reading and class-room preparation; the laboratories for physics, chemistry, biology and hygiene; the gymnasium with lockers and shower baths; the drawing, modeling and sewing rooms; the lecture, demonstration and rest rooms; the well-appointed study

hall and conference rooms; the manual training shops, kitchens and dining halls.

The Principal fully realizes that fine buildings, courses of study and modern equipment cannot take the place of professional ideals, teaching skill and the ability to graduate efficient teachers. The aim has been to create a happy working atmosphere, to look for the best and to give the best, to adjust courses of study to the needs of children, to encourage the deserving and to eliminate the inefficient, and, above all, to impress upon the students the fact that good health, good common sense, cheerfulness of spirit and personal fitness are as vital to teaching success as the ability to pass examinations or the securing of a university degree.

It has been a genuine pleasure to organize the school under such favorable auspices, a pleasure intensified by the co-operation of the faculty, the interest and self-control shown by students, and the efficient service rendered by employees of the school.

W. Spader Willis,

Principal.

FACULTY.

W. SPADER WILLIS,
PRINCIPAL.

ALICE T. WHYTE,
INSTRUCTOR IN PSYCHOLOGY AND SCHOOL HYGIENE.

ANNA BODLER,
INSTRUCTOR IN HISTORY OF EDUCATION AND PSYCHOLOGY.

HARRY A. SPRAGUE,
INSTRUCTOR IN TEACHING PROCESS AND SUPERVISOR OF PRACTICE.

AGNES V. LUTHER,
INSTRUCTOR IN BIOLOGY AND NATURE STUDY.

DANIEL R. HODGDON,
INSTRUCTOR IN SCIENCE.

ANDREW L. SLOAN,
INSTRUCTOR IN GEOGRAPHY.

HERMAN G. CUTHBERT,
INSTRUCTOR IN MATHEMATICS AND HISTORY.

FLORA C. YORK,
INSTRUCTOR IN ART AND SPECIAL METHODS.

LILLIAN M. KREINER,
INSTRUCTOR IN MUSIC AND LITERATURE.

HARRIET P. CARPENTER,
INSTRUCTOR IN KINDERGARTEN THEORY.

WARREN ENGLISH,
INSTRUCTOR IN MANUAL ARTS.

MARA FALKLAND-FALKEN,
INSTRUCTOR IN PHYSICAL EDUCATION.

MAY A. LEET,
INSTRUCTOR IN MUSIC.

EDNA L. RUNYON,
Registrar and Instructor in Penmanship.

ISABEL VANDER BURGH,
Secretary and Instructor in Spelling.

ANNA MAULBECK,
Clerk.

MAY V. BASSET,
Instructor in Webster Training School.

FANNY L. BUCHANAN,
Instructor in Webster Training School.

GRISELDA ELLIS,
Instructor in Webster Training School.

CLARA L. FLANIGAN,
Instructor in Webster Training School.

GEORGIANA HAMEL,
Instructor in Webster Training School.

HELEN HERBST,
Instructor in Webster Training School

GERTRUDE McDERMOTT,
Instructor in Webster Training School.

GRACE MERRY,
Instructor in Webster Training School.

AGLAE L. ROTHERY,
Instructor in Webster Training School.

IDA M. SMITH,
Instructor in Webster Training School.

EMMA L. WETTLIN,
Instructor in Webster Training School.

MARY COOK, M.D.,
School Physician.

LOCATION OF THE SCHOOL.

The New Jersey State Normal School at Newark occupies a part of the old Kearny estate, at the corner of Belleville and Fourth avenues. The spacious grounds afford opportunities for recreation and other outside activities, while the sunken gardens, filled with choice and rare plants, are used for nature-study purposes.

The school may be reached by a number of railroads, the Pennsylvania, Erie, Delaware, Lackawanna and Western and the Central. All of these stations are not more than fifteen minutes from the school. The Broad, Clinton, Paterson and Mulberry trolleys pass the door. The railroad and trolley facilities afford such excellent opportunities for transportation from near-by towns that only two students have made application for board in the city of Newark.

Calendar, 1913-1914.

First Quarter—September 16th to November 18th.
Second Quarter—November 18th to January 30th.
Third Quarter—February 2d to April 9th.
Fourth Quarter—April 9th to June 18th.

The fall term commenced Tuesday, September 16th, 1913, and will close Friday, January 30th, 1914. The mid-year term begins on Monday, February 2d, 1914, and closes Thursday, June 18th, 1914. School will not be in session on Columbus Day, Election Day, Thanksgiving Day and the day following, Lincoln's Birthday, Washington's Birthday, and Memorial Day. Christmas vacation will extend from Tuesday, December 23d, at 2:30 P. M., until Monday, January 4th, at 8:50 A. M.

The school will close for spring vacation on Thursday, April 9th, at 2:30 P. M., and open on Monday, April 20th, at 8:50 A. M.

Commencement exercises will be held in the auditorium of the school on Friday, January 30th, 1914, at 2:30 P. M., and Thursday, June 18th, 1914, at 8:00 P. M.

The next fall term will begin September 15th, 1914, at 8:50 A. M.

ENTRANCE REQUIREMENTS.

Graduates of "Approved High Schools and Academies" and holders of First Grade County Certificates are admitted to the Normal School without examination, provided they are residents of New Jersey, sixteen years of age, and can present certificates of health and good moral character.

The following schools are on the "Approved List":

Public High Schools.

Asbury Park,
Atlantic City,
Atlantic Highlands,
Bayonne,
Belleville,
Belvidere,
Bernardsville,
Blairstown,
Bloomfield,
Boonton,
Bordentown,
Bound Brook,
Bridgeton,
Burlington,
Butler,
Caldwell,
Camden,
Cape May,
Cape May C. H.,
Chatham,
Clifton,
Clayton,
Clinton,
Closter,
Collingswood,
Cranford,
Dover,
East Orange,
Elizabeth,
Englewood,
Farnum,
Flemington,

Freehold,
Glassboro,
Glen Ridge,
Gloucester City,
Hackensack,
Hackettstown,
Haddonfield,
Haddon Heights,
Hamburg,
Hammonton,
Harrison,
High Bridge,
Hoboken,
Hohokus,
Hopewell,
Irvington,
Jamesburg,
Jersey City,
Kearny,
Keyport,
Lakewood,
Lambertville,
Linden,
Long Branch,
Madison,
Manasquan,
Matawan,
Metuchen,
Millburn Township,
Millville,
Model,
Montclair,
Moorestown,
Morristown,
Mount Holly,
Netcong,
Newark (Barringer,
Central, East Side,
New Brunswick,
Newton,
North Plainfield,
Nutley,
Ocean City,
Ocean Grove,
Orange,
Palmyra,
Park Ridge,
Passaic,
Paterson,
Paulsboro,
Pemberton,
Penn's Grove,
Perth Amboy,
Phillipsburg,
Plainfield,
Point Pleasant,
Princeton,
Rahway,
Ramsey,
Raritan Township,
Red Bank,
Ridgefield Park,
Ridgewood,
Rockaway,
Roselle,
Roselle Park,
Rutherford,
Salem,
Somerville,
South Amboy,
South Orange,
South River,

Succasunna,
Summit,
Sussex,
Toms River,
Town of Union,
Trenton (State Model),
Trenton,
Tuckahoe,
Tuckerton,
Verona,
Vineland,
Washington,
Westfield,
West Hoboken,
West Orange,
Wildwood,
Woodbine,
Woodbridge,
Woodbury,
Woodstown.

Private Secondary Schools.

Blair Hall,
Bordentown Military Institute,
Carlton Academy,
Carteret Academy,
Centenary Collegiate Institute,
College of Mt. St. Mary,
Dearborn-Morgan School,
Dwight School for Girls,
English and Classical School,
Friends' Academy, Moorestown,
Friends' High School, Moorestown,
German Theological School, Bloomfield,
Hasbrouck Institute,
Holy Angels Academy,
Hoover School, Paterson,
Ivy Hall,
Kingsley School for Boys,
Lakewood School,
Lawrenceville School,
Leal School for Boys,
Montclair Military Academy,
Morris Academy,

Morristown School,
Mt. St. Dominick Academy, Caldwell,
Mt. St. Mary's College, Plainfield,
Newark Academy,
New Jersey Military Academy,
Peddie Institute, Hightstown,
Pennington Seminary,
Pingry School,
Princeton Preparatory School,
Rutgers College,
Rutgers Preparatory School,
Rutgers Scientific School,
Sacred Heart Academy, Hoboken,
Sacred Heart Academy, Trenton,
St. Aloysius Academy, Jersey City,
St. Benedict's College, Newark,
St. Elizabeth's Preparatory School, Convent,
St. Elizabeth's College, School of Pedagogy,
St. Dominick's Academy, Jersey City,
St. Mary's High School, Trenton,
St. Peter's College, Jersey City,
St. Peter's High School, Jersey City,
St. Peter's School, New Brunswick,
St. Vincent's Academy, Newark,
Seton Hall College,
Star of the Sea Academy, Long Branch,
Stevens Institute of Technology,
Stevens Preparatory School,
Townsend School,
Upsala College,
Vail-Deane School,
Wenonah Military School,
West Jersey Academy.

Application for admission by certification must be made in writing by January 1st, 1914, for the mid-year term, and by June 1st, 1914, for the fall term.

Persons desiring to be admitted by examination must submit evidence of having completed the subjects which are equivalent to a four-year high school course. If the evidence is satisfactory, examinations on these subjects will be given. Entrance examination for the mid-year term will be given January 14th, 15th and 16th, and for the fall term on June 10th, 11th and 12th. Persons desiring to take these examinations must notify the Principal in writing at least two weeks before the first examination day.

At registration all students must sign a declaration that they intend to teach two years in the public schools of New Jersey immediately following graduation, and that if they do not fulfill their obligations, will refund to the State the cost of tuition, unless excused by the State Board of Education.

Preparation for the Normal School.

Students intending to enter the Normal School must have one year of chemistry, five months of botany and five months of zoölogy, with laboratory note-books certified to by the instructors from the high schools; a high school course in drawing and design; a knowledge of algebra and plane geometry, and the ability to read music at sight. The course of study must show special attention has been given to English, spelling, and English and American history.

All students are admitted on trial. The Principals of the State Normal Schools have been instructed by the State Board of Education to exclude from these schools at the close of the first half-year such students as are unable to pass the prescribed examinations in the work of that half-year, including English composition, spelling and arithmetic.

Conditions of Failure.

Students failing in both the term's work and the test work in a subject, must make up said subject the following term, if the subject is taught at that time.

Teachers will read reports to students at the close of each term. Parents will be notified of the unsatisfactory work of pupils. Inquiries of parents concerning the work of pupils will be answered on request. Students should consult their teachers from time to time about their work. There should be no hesitancy about this matter.

No student who has failed in either of the other two State Normal Schools of New Jersey will be admitted.

Expenses.

No charge is made to students for text-books or apparatus.

Each student must provide herself with a complete gymnasium outfit, consisting of dark blue bloomers, blouse and gymnasium shoes. This outfit can be secured from the Physical Training Director at a cost of about $4.00.

A wholesome, substantial lunch is served at noon in the large dining-rooms at a minimum cost.

SCHOOL ORGANIZATIONS.

Platform Speaking.

The opening exercises afford opportunity for students to address the student body upon interesting phases of current events and the work of the various departments of the school. The aim is to prepare graduates to speak before the public in a natural and creditable manner. Much interest has been manifested, and Principal Willis has arranged a schedule for each semester for this important part of a teacher's training.

The Normal Business League.

Open to members of the school desiring suggestions in business transactions. The work is kept very practical. Students preside at meetings and discuss and use parliamentary practice. Mr. Andrew Sloan has charge of the League affairs.

History of Education Club.

The Senior Class visits institutions for the purpose of studying their origin and development. Reports are made before the student body. Schools for the deaf, the blind, the defective, as well as universities, art galleries and museums are visited. Director, Miss Anna Bodler.

The Arts and Crafts.

Composed of members from various classes interested in suitable pictures for home and school. The water colors made by the members are criticised and used for exhibition purposes. Constructive hand-work and design in relation

to various industries are studied. The club is in charge of Miss Flora York and Mr. English.

Ye Story-Tellers and Story-Players.

Myths, legends, fairy and folk-tales, suitable for kindergarten, primary and grammar grades, are told and dramatized by students. Only those selections from classic and romantic literature which amuse, instruct and present permanent moral and ethical truths are used for this purpose. This work is in charge of Miss Harriet P. Carpenter.

Normal School Board of Health.

Organized for the purpose of acquainting students with sanitary measures and discussing pure-food laws. Milk, butter, eggs, candies and other food-stuffs are given chemical analysis and reported upon. The object is to show the difference between pure and adulterated foods in a practical way. Apply to Mr. Daniel Hodgdon.

The Spelling Bee.

Old-fashioned spelling matches are held in the auditorium at stated times. The words used are those misspelled in class work, examinations and ordinary written exercises. A keen rivalry between the classes for the honor of having the highest spelling average has created much interest throughout the student body.

Principal Willis has charge of this phase of the work.

Ye Sweet Singers.

Composed of members from various classes for the purpose of selecting and singing good music for the grades and assembly use. Individual members are trained to take charge of musical affairs and discuss appropriate music for school work. Leader, Miss Lillian Kreiner.

The Camera Club.

Dark-rooms are provided for developing pictures and printing the same according to the most approved methods. Lantern slides are made to illustrate geography, history, biology and other features of school work, which are used in a Universal Projectescope for class purposes. The club is in charge of Miss Agnes Luther, Mr. Herman Cuthbert and Mr. Daniel Hodgdon.

Receptions.

Principal, faculty and students meet at frequent intervals for social intercourse and better acquaintance. A delightful custom, which eliminates class distinctions and promotes a general school spirit, is the Senior reception given to the other members of the school.

The Travel Club.

During the Easter vacation members of the club visit Washington, D. C., for purposes of recreation and education. The party will leave Newark, Monday morning, April 13th, spending four hours in Philadelphia on the way and arriving in Washington late in the afternoon. The return trip will be made on Thursday evening.

Last spring members of the club had the privilege of meeting the President in the East Room of the White House, and it is hoped that this feature of the trip can be repeated this coming year. Congress will be in session during the week of the school's visit.

Very reasonable rates have been secured. The party will be conducted by the instructor in the department of History, and several teachers will be chaperones.

Outdoor Activities.

Basket-ball, tennis and walking trips, under the direction of Miss Mara Falkland-Falken, meet for out-door recreation. These various organizations are open to all members of the school. Those desiring to play basket-ball must send to Miss Falkland-Falken written permission from their parents and a doctor's certificate as to their health.

Course of Instruction.

The purpose of the school is to prepare students to teach in the elementary and kindergarten grades of the public schools of the State of New Jersey, and no special students are admitted.

At the present time there are two courses to be pursued by students, the General Course and the Kindergarten-Primary Course. Students are selected for the Kindergarten Course at the completion of the Junior A work. Graduates of the General Course receive certificates entitling them to teach in any elementary grade. Graduates in the Kindergarten-Primary Course are given certificates good in the kindergarten and first four primary grades. The certificates of the New Jersey State Normal Schools are endorsable in most other States without examination.

Synopis of the Course of Studies.

Junior B (First Half Year).

General Course.

Psychology,	4	periods	per	week
Arithmetic,	4	"	"	"
Manual Arts,	4	"	"	"
Physical Education,	2	"	"	"
Civic Biology,	5	"	"	"
Geography,	4	"	"	"
Agriculture,	2	"	"	"
Writing,	1	"	"	"
Music,	2	"	"	"
Spelling,	1	"	"	"
	29	"	"	"

Spelling is emphasized in connection with all subjects. Teachers send lists of misspelled words to the office and these words are taught at the regular spelling periods in connection with others.

Junior A (Second Half Year).

General Course.

Psychology,	4	periods	per	week
Literature, Language and Grammar,	5	"	"	"
History and Civic Study,	4	"	"	"
Manual Arts,	4	"	"	"
Mechanical Drawing,	2	"	"	"
Physical Training,	2	"	"	"
Music,	1	"	"	"
Aplied Science,	3	"	"	"
Physiology,	2	"	"	"
Writing,	1	"	"	"
Spelling,	1	"	"	"
	29	"	"	"

Spelling is emphasized in connection with all subjects. Teachers send lists of misspelled words to the office and these words are taught at the regular spelling periods in connection with others.

Senior B. (Ten Weeks of Theory, Ten Weeks of Practice at Webster School.)

General Course.

Arithmetic and Methods,	3	periods	per	week
Geography and Methods,	4	"	"	"
Reading, Spelling and Phonics Methods,	4	"	"	"
History,	3	"	"	"
Music,	2	"	"	"

History and Principles of Education,	5	periods	per	week
Story Telling,	3	"	"	"
Writing,	1	"	"	"
Business Correspondence,	1	"	"	"
Physical Education,	2	"	"	"
Spelling,	1	"	"	"
	29	"	"	"

Spelling is emphasized in connection with all subjects. Teachers send lists of misspelled words to the office and these words are taught at the regular spelling periods in connection with others.

Senior A. (Ten Weeks of Theory, Ten Weeks of Practice in City Schools.)

School Hygiene,	4	periods	per	week
History of Institutions in Education,	5	"	"	"
Visiting of Educational Institutions and Platform Practice,	3	"	"	"
Teaching Process,	5	"	"	"
Dramatic Art,	2	"	"	"
Science Methods,	3	"	"	"
Physical Education,	2	"	"	"
Reading, Spelling and Phonics Methods,	3	"	"	"
Spelling,	1	"	"	"
	28	"	"	"

Spelling is emphasized in connection with all subjects. Teachers send lists of misspelled words to the office and these words are taught at the regular spelling periods in connection with others.

Psychology.

(Four hours per week, forty weeks.)

Course I.

The purpose of the course is gradually to secure the orientation of the student from the biological, physiological, psychological and sociological points of view through observation, experiment, lecture, report and discussion on the following topics:

I. Introductory—Study of Habit Formation.

II. Description of the Nervous System:

(I) Structural and Functional Organization.

1. Peripheral and Central.
2. Brain Localization.
   Relation to certain educational problems.
3. Relation to Mental Phenomena.
   Reaction, Time, Memory, Association, Fatigue, Aphasia.
4. Defects.

III. Study of the Senses:

(I) Stimuli, (II) End Organs, (III) Characteristics, (IV) Values: Cognitive and Æsthetic.

IV. Education of the Central Nervous System.

(I) Relation to

1. Complexity of Structure and Function.
2. Significance of the Lengthening Period of Infancy.
3. Factors of Evolution.
4. Requirements of Life.

Course II.

This course is designed to give the student an introduction to the methods, the fundamental facts and principles of psychology and their relation to the development of an Economy and Hygiene of Learning.

Standard experiments in Memory, Practice, Association and Thinking are performed and statistics collected and interpreted.

Especial attention is given to the formation of general psychological principles underlying the science of education and the results of their application to concrete cases.

Applications are not confined to the classrooms, but extend to the entire range of human interest.

I. Consciousness, Attention, Sensation, Perception, Memory, Association, Conception, Judgment, Reasoning, Evolution, Volition.

II. The Self, Play, Imitation.

History of Education.

The present-day tendencies in education are considered first. These are discussed and traced from their origin through the different periods of civilization: primitive; barbarian with its class distinctions, lack of individual development, restricted ideals, memory methods, etc.; civic, represented by Judea, Greece and Rome; human, including early Christian education, education of the Middle Ages, Renaissance and Modern education. Leaders and systems are selected for investigation.

Each period is studied as to aim, content, method and results. With the educational ideals are studied the religious, social, political and social ideals to the extent that they promote or retard progress.

The relation between the individual and society and the development of both are constantly kept in mind.

The history of education in America is also studied. Time for course: 20 weeks, five hours class work and one hour's observation. Method followed: lectures, discussions, reports, readings, observation, museum work.

Text Books:

Davidson: History of Education.

Monroe: Text-book in History of Education.

Additional Reading:

Painter, Graves, Compayré, Laurie, Quick, Rosenkrans, Dexter, Plato, Rousseau, Pestalozzi, Froebel, Spencer, and many others.

Educational Institutions and Public Speaking.

The Normal School, being located in the metropolitan district, gives it the advantage of having upwards of a score of different types of educational institutions within an hour's distance. Two hours or one afternoon is allowed to the Senior A class each week for a period of ten weeks in which they visit ten of these various institutions, including schools in country districts. In the two days following a visit to an institution, the students prepare reports on the same, covering its history, educational aim and values, organization, methods and subject matter. One period is then allowed for these reports. At this time they study and apply such principles of public speaking as will aid them in class teaching and speaking from a platform. Each week from two to four of the students report upon their visit to the student body in general assembly.

This work is under the direction of the department of History of Education, and in connection with its Senior A course in which the aim is to emphasize the history and status of education in modern times.

Hygiene of the School.

General:

Conservation of Vital Resources.

Relation of Serious Illness (Tuberculosis, Typhoid, Social Diseases, etc., to length and breadth of life.)

Relation of Fatigue and Minor Ailments to length and breadth of life.

Methods of Conservation.

Federal, State, Municipal, Individual.

Special:

Part I. Environment.

Hygiene of Room, Furniture, Ventilation, Heating, Apparatus.

Part II. Physical Conditions.

1. Causes, Effects, Curative and Alleviative Measures.

Fatigue, Mal-nutrition, Nervousness, Chorea, Adenoids, Dental Defects, Stuttering and Stammering, Hysteria, Neurasthenia, Eye and Ear Defects, Infectious Diseases.

2. Sex Education.

3. Defectives.

Causes, Kinds, Treatment.

Part III. Hygiene and Economy of Learning, Hygiene of Spelling, Memorizing, Right and Left Handedness, etc.

School Management.

The aim of the courses in School Management is to treat as concretely as possible the problems which the teacher faces from day to day in the classroom. The principles of general method having been presented in the Psychology courses, theories of education are not discussed at any length, but especial attention is given to those activities in which these fundamental principles are applied in typical classroom exercises.

There are three courses presented: School Hygiene, The Routine of Class Management and The Teaching Process.

The Routine of Class Management. Senior B.

This course is a laboratory course in Class Management given in the Model and Training School. It is given during the first half of the Senior year to students who are working

in the training department. Such topics as the following are presented for study:

School programs,
Preparation of lessons and lesson plans,
Routine of the recitation,
The art of questioning,
Some laws of teaching,
Factors in school government,
Text-books, their function, selection, use and abuse,
Teaching children to study,
Examinations, graduations and promotions,
Pupils' records and home reports,
Testing results in education,
Teacher's relation to principals,
Supervisors and superintendent.

These problems are presented with the use of printed outlines and bibliographies and in such a sequence as to make this work parallel with the student's progress and requirements in the training school. A set of outlines is distributed once each week to student-teachers and training-teachers. The students use them as a guide in note-book work, observation and outside reading. The Model teachers illustrate the theories and practices which the outlines enumerate. A two-hour period is allowed each week for recitations, discussions and reports on this work as assigned.

The Teaching Process. Senior A.

This course is given during the last half of the Senior year. At the beginning of the course emphasis is placed upon the social principles of education. This leads directly to the discussion of the McMurry "Standards of Judging a Curriculum." These standards are applied to different courses of study. The class then develops and applies standards for judging methods of the recitation. After determining what they wish to adopt as their minimum standards of attainment as related to subject matter and

methods of the recitation, the class begins to study the different types of recitations. By use of reference books and through class discussions and observation, the students arrive at more definite principles governing each of the types studies, as, for example, the drill-lesson type. Then they note how these principles affect the teaching of the different subjects under that type, as number drill, word drill, spelling drill and music drill lessons. The several subjects offered in the elementary school are treated in connection with such a study of type lessons. To make this work concrete and practical the class observes in the Model department or demonstration room such recitations as exemplify the principles under discussion.

The following types of lessons are observed and criticised:

Drill lesson,
Study lesson,
Inductive lesson,
Deductive lesson,
Lesson for appreciation,
Review or examination lesson.

Nature Study.

Preparation.

The course in Nature Study presupposes a thorough preparation on the part of students in the elements of the sciences taught in high schools. Students unprepared in high school science find difficulty in taking up the advanced work of the Normal school. The course is in no way designed to review the science work of the high school, but, taking the high school work as a basis, it goes farther and plans professional training for students familiar with preparatory high school science. It is advised that high school students know at least the elements of physiology, zoölogy, botany, physics and chemistry.

BIOLOGY DEPARTMENT.

Course.

The Nature Study course as planned takes the sciences already studied and selects from them subjects directly bearing upon the student's individual growth in power of observation, recognition of common objects within his own environment, power to interpret simple phenomena occurring around him and training in reasoning and appreciation of the place of science in his life. Emphasis is laid upon the subjects directly bearing upon the practical life of the citizen; studies which place him in control of his physical environment, giving him the power to become an intelligent force, adjusting himself to, or controlling, as the case may be, the great forces of Nature. The common problems of everyday life furnish abundant opportunity for good practical training.

Class-Room Presentation.

Using the above work as a basis, the students are given training in the selection of topics for presentation in the class-room. This is not limited to city schools, but courses of study are planned for schools of various characters. The range of grades is also considered. The individual lesson, a series, a course, a year's program, etc., furnish topics for study. Demonstration lessons with the children furnish opportunity for measuring one's self by the standard of classroom experience.

Biological Laboratory.

As the course in Nature Study lays especial emphasis upon the living organism, the biological laboratory is equipped with the growing plants, the living animals and the various devices for housing them. It is here that the individual student, in addition to her class work, may examine the sets of material especially designed for grade work to allow each child a specimen, the "School-room plant" window, the various salt and fresh-water

aquaria, the screened pool for insect metamorphosis, the living rabbit, canary or other home pet.

Each student is required to select a problem for original work, provide individual specimens for a class of children and work out the method of presentation. These specimens and plans are the student's own property and constitute the nucleus of a working equipment so that when she enters public school work she will not go empty-handed. The biological laboratory is her workshop, where she may gain inspiration and opportunity to measure her ability for independent work.

Class-Room Equipment.

It has been found necessary to instruct prospective teachers along the line of the equipment necessary for the teaching of Nature Study. The keeping of aquaria, selection and care of plants for the school-room, animal shelters, class sets of specimens, housing of illustrative material, standard mounts of pictures, home-made apparatus, etc., form topics for study. For students who desire it, instruction is given in the use of the camera for illustrative work, the manipulation of the microscope, lantern and other apparatus calculated to enrich the school work.

Source Work.

Need has been shown for teachers to be informed as to sources where material may be obtained. Most of the Nature Study in schools fails for lack of this essential. Excursions are taken to places in the vicinity where specimens may be obtained. In addition, the vicinity of Newark and New York is mapped out with a view to sources of material for future lessons. The State of New Jersey and what it affords in this line to the Nature Study teacher is also mapped out. Localities are given where classes of children may be taken to the best advantage.

together with methods for conducting such excursions. While primarily greater emphasis is laid on the obtaining by students of first-hand information from the study of scientific material itself, yet a short course is given on the subject of literary sources for teachers of Nature Study. The best books for a Nature Study Library, the best scientific magazines of popular interest, city, State and National publications, etc., are studied as to their availability to the Science teacher.

The Nature Study course covers twenty weeks of work, five periods a week.

Agriculture.

The subject of Agriculture is made as practical as possible. Since the problems in the country community are somewhat different than the problems found in the city life, the course is made very broad, so as to meet practical conditions. Throughout the course emphasis is placed on that part of arithmetic, language work and reading which will correlate with the work in agriculture. The students are to make this a practical part of the work in rural communities where a school garden is possible, and also where home gardens are conducted. Such problems as cost of fencing the school garden, and the amount of land in square feet, square rods and acres in the garden, are solved. A small bank is established at the school, where the pupils may learn something about notes and checks, also business correspondence. Letters are written to the Department of Agriculture and to different firms for seed catalogues, fertilizers and farm implements.

The outline of the course is as follows:

Soil, formation, kind.

Soil water, irrigation, drainage, soil air.

Life in the soil.

Material used in fertilizers.

Methods of working the soil.

Home gardens.

School gardens. Friendly, insect and animal life.

Mathematics connected with the measuring of the plots.

Cultivation.

Vegetables, injury done by insects; manner and ways of preventing insect pests. Disease found on vegetables.

Fruit, treated the same as vegetables.

Manner of shipping fruits and vegetables to market.

Bill of lading, receipts.

Cost of production, profits.

Grain: Corn, wheat, oats.

Cotton: Cotton seed and its use, other by-products of the cotton plant.

Animals: The relation of the animal to profit. Comfort of animals, horse.

Cattle: Care of milk, Babcock test, beef, disease among cattle, sheep, swine.

Poultry: Value of poultry to farm life, eggs.

Trees: Orchard, setting of trees, spraying of the orchards, pruning, grafting. Shade trees, forests, general relation of tree to agricultural interests. A study of the enemies and friends of trees among insect, animal and bird life.

Commercial uses of trees.

Applied Science.

This course is designed to give teachers a knowledge of facts intimately related to every-day life. Whatever functions in the life of the student or teacher from the utilitarian or æsthetic standpoint, is chosen for our work. The Normal School Weather Bureau, Photographers' Club, the Normal School Board of Health, divided into a Committee on Pure Food and Sanitation and a Committee on School Buildings,

are some of the activities associated with these courses, which are of interest to teacher and pupil alike.

Many of the natural physical conditions which affect our lives are discussed. Conditions of heating and lighting are studied, not from the standpoint of physics, but from the commercial view. Our school building, with modern equipment—light, heat, ventilation and electrical power—affords a series of practical lessons, together with many of the principles involved in time and labor-saving machines, under the topics of heat, light, sound, electricity, mechanics, pneumatics and hydraulics. Such topics as the following will be studied: Methods of heating buildings, efficiency of gas and electricity, comparison of cost, reading of gas meter and electrical watt meter, principles involved in the electric iron, vacuum cleaner, incandescent light, and other commercial articles.

Some time will be given to the discussion of elements and compounds which are of importance to our living conditions. Such topics as atmosphere, water, foods, clothing, dyeing and bleaching of cloth, and raffia will be considered. Students will make tests for impurities found in milk, cheese, meats and other food products. The chemistry of photography, blue prints and other industries closely related to life are presented.

Science Methods.

The aim of this course is to study such sciences as should be taught in the grades. The science for each grade is carefully studied. The student-teachers are given much of the work as it should be taught. Material is obtained by the members and the manner of arranging the work for teaching is carefully studied. Emphasis is placed on all science study which will function immediately in the life of the child. Near the end of the course practical demonstrations will be given with grade pupils.

Arithmetic.

The course in arithmetic covers work in two half-years, four periods per week in the Junior B class, and three periods per week during half of the Senior B term.

I. Review of the arithmetic of the elementary school.

Several weeks at the beginning of the term, and portions of each period for the rest of the course, are devoted to a review of arithmetic. This includes, first, the analysis and solution of problems of all the types used in the elementary school; and, secondly, extended drill in computation.

II. The teaching of arithmetic.

The review in arithmetic is accompanied at every step with the making of problems by the student, problems conforming to given types or requiring the use of given operations with abstract numbers. Facility in the formulation of concrete problems from given data is regarded both as essential to the teacher's equipment and as a test of her own grasp of the subject.

Attention is paid to the requirement that arithmetic be made to function in the life of the child. To this end, and in order to provide for the study sufficient motive to make arithmetic a live issue to the child himself, problems are based upon materials and quantities found in the child's experiences at home and on the playground and in school, as well as in the larger industrial and social life for participation in which the school is preparing him. Correlation with the departments of Science, Industrial Arts and Geography is provided for.

Oral arithmetic, in the solution of simple problems of all types, is regarded as of great importance. The simple problem is made to precede the more elaborate work which requires written computation. The habit of estimating results before exact computation is encouraged.

The methods of primary arithmetic, required in the child's gaining the number concept, learning the number

combinations, and becoming familiar with the fundamental processes, are the subject of study in the latter part of the Junior B term.

Facility in conducting the drill lesson is secured as the means for developing accuracy and speed in computation. Due emphasis is put upon the use of economical forms of arrangement in computation.

The idea and principles of sequence are developed from the normal student's own experience in the elementary school. The course of study recently issued by the State Department of Public Instruction and contained in the monograph entitled "The Teaching of Elementary Arithmetic" (December, 1912), is used as the basis for the consideration of the contents of the course of study. Some familiarity with the specifications for the various grades is required. Comparison is made with several other courses of study.

The application of psychology to the learning and teaching of arithmetic is noted, together with those mental differences in children which account for differences in mathematical ability.

Geography.

This course embraces a review of physical and industrial geography and a study of the methods of teaching the subject in the elementary schools.

A brief time is spent with the history of geography, thus arriving at an accepted view of the subject. This view involved a study of human adjustments and relationships to physical controls. The principal controls emphasized are land forms, water forms, climate, soil and mineral deposits. Tarr's, Dryer's and Salisbury's Physical Geographies are used at this point.

The geographic controls are studied in their causal relation to industrial and political history, and to as many present social conditions as have a vital connection with life

in the State and community. Dodge's Advanced Geography, Robinson's and Adam's Commercial Geographies, Semple's and Brigham's books on the relation of geography to history and Bartholemew's Practical Industrial Atlas, are used at this time.

Practice is given in the use of maps, globes and other authentic source materials. The students are caused to become familiar with an extended list of reference books and objective materials, and are required to grade the same. Students are continually tested as to their ability to interest a grade class in various assigned topics or problems. The class observes and discusses model lessons taught to exemplify the different type lessons of geography. They prepare lesson plans on these type studies which receive class criticism. Each student is assigned one industry. He visits this industry, outlines its geography, collects objective material and facts and prepares a lesson plan for teaching the same in a specified grade. Class excursions are also conducted from time to time, and these together with construction work make many phases of the subject more concrete.

Toward the end of the term elementary school courses of study are carefully examined, considering principally the child's interests, his powers of imagination and social needs; also the possibilities of correlation, some suitable developmental methods, and the selection, elaboration and organization of content. Emphasis is given to the importance of obtaining from a class of children specific problems for their own selection, thereby motivating their work, teaching them how to study and making of them independent thinkers. Subject matter and method are put to the tests of educational principles and present social demands throughout the course. Books used in method are Southerland's "Teaching of Geography," Ridway's "New Basis of Geography," Dodge and Kirchwey's "Teaching of Geography in Elementary Schools."

History and Civics.

This course is divided between the first and second years of the Normal course.

A. Three periods a week in Junior A class.

This part is, to some extent, in the nature of a review of American history, selected portions of which are used as the basis for the study of methods.

Emphasis is put first upon the acquisition of those mental habits which are necessary for the appreciation and study of history. A text-book is used, and the proper use of the text-book is taught. The use of parallel accounts and references is introduced as the need for fuller information on the topic studied is developed and felt by the student.

Map work is used extensively, the making of rough, freehand maps, remembered or worked out from the narrative rather than copied directly and immediately from a model, being employed as a means of expression on the part of the student.

The proper use of pictures is facilitated by the availability of the excellent collection in the Newark Public Library. In addition the class also makes its own collection of illustrative material. The making of a small school museum is begun in each class. A limited amount of dramatization is practiced. For use in upper grades, the conceiving of the moving-picture scenario as an aid in the use of the imagination is advocated, and one or more brief scenarios are written.

The making of charts and diagrams as illustrating historical facts is practiced.

The study of biography in its relation to the work in the earlier grades, and with special reference to its value in the making and conservation of char-

acter, is outlined and several biographies are studied.

Holiday programs are planned.

A short time is given each week to the relation of matters of current interest in the community and in the nation. The weekly paper, "Current Events," and the daily newspapers are used as sources.

B. Two periods a week in Senior B class.

In the second term's work, the history of New Jersey is studied. The early settlements in the State, the religious and educational aspects of its early history, its part in the Revolution and in the formative period of the Federal Government and the account of its political history, are noted. The historical landmarks of the State are studied, particularly as they can be seen at first hand in and near Newark.

Civics, national, state and municipal, is reviewed. Civic rights and duties in local communities receive most extended treatment. A "mock" legislative body, of nation or state or local community, is organized within the class and appropriate executive and judicial officers function.

The courses in history consist of lectures, the use of text-books, reading, recitations, the preparation of a few lesson plans and limited practice by the class in the teaching of typical lessons, and in the observation of several lessons taught in the city schools. The annual trip to Washington and the visit of a large part of the history classes to Ellis Island, constitute further adjuncts to the courses in history.

ART DEPARTMENT.

Art Department.

Junior B and Junior A Classes.

Purpose: (a) To awaken an appreciation for art in its relation to the social and industrial life of the people, thereby revealing the educational value of art instruction and promoting higher standards of taste. (b) To train for technical skill and teaching power through a study and practice of the art principles and methods of teaching with special reference to color, representation and design, class work consisting of discussions, practice with material and training in criticism.

Topics involved provide for emphasis upon the following:

Color.—Theory of color and color harmony. Practice in color-hue, value and intensity.

Representation.—Having to do with form and color as expressed in plant life, landscape, object-drawing, etc.

Illustration.—Its significance and character in reference to the early training of the child and the relation of criticism to it.

Applied Design.—The function of decoration as conditioned by use, structure and material. Essentials of design developed in connection with school problems which relate to child life. Direct association with the industrial work maintained throughout.

Illustrative Material.—Its nature, preparation and use in the development of a lesson.

Picture study in the grades.

Interpretation of the Course of Study.—A sequence of problems planned by each student and worked out graphically from the standpoint of the child, thus providing for much practice in technique besides establishing a clearer insight into the same as problems in teaching.

Art appreciation further cultivated through a study of a selected number of masterpieces and reading along historical lines.

Industrial Work.

Handwork in this course is along the line of applied design. As far as possible, problems begun in the art department are carried to completion in the manual training course. Constructive design and its application is emphasized. The value of the work, from an educational standpoint, is discussed with special reference to the capacities and needs of children of the elementary school. The industrial field is worked out in detail. The industry is studied both from the standpoint of the producer and consumer and that of the products themselves. Much organization is done along the line of vocational guidance. The socializing aspect of the work contributes much to the course.

Course I—Elementary. The first term has to do with the work of the first three years, and is outlined as follows:

Raffia.—Experience in sewing, braiding, coiling, wrapping, dyeing and management of raffia for children. Problems: rugs, trays, boxes, bags, hammocks, platters and mats.

Paper and Cardboard.—A study of the home, the street, the store and other centers of interest is made in paper. Cardboard will be employed for binders, card indexes, etc. Exercises: folding, cutting, tearing and pasting. The history of paper-making and its manufacture is studied.

Weaving.—Cardboard. Simple work in weaving, involving use of simple and continuous hand looms. Materials used are raffia, rags, yarn, rope, etc. Weaves used are plaid, diagonal, stripe and plain. The four fibers are studied and simple tests made for the same.

Clay Work.—Familiar objects are made. Designs are worked out in incised and relief work. Brick and tile moulding illustrated.

Woodworking.—Bench work. The work of this term, far as possible, supplements the work of the other indus-

tries. It includes making of looms, modeling tools, seed boxes, etc. Exercises: planing, sawing, measuring, boring, sandpapering and finishing.

Group Work.—Study of the evolution of home-making through use of many materials. Colonial and primitive dwellings and their surroundings will be illustrated.

II—Advanced Course. One term. This course has to do with the work of the fourth, fifth and sixth grades.

Basketry.—Design and color as brought out through Indian baskets is emphasized. Exercises, involving the more common stitches in the three types of basket construction. Materials employed are raffia, cord, reed and splints.

Book-Making and Binding.—Exercises: folding, measuring, cutting and pasting. Problems: card indexes, desk pads, binders, simple books. Repair and care of books. Investigations, including history of books, magazines and newspapers; also manufacture of the same and industrial problems involved.

Pottery.—Simple pottery work. Tiles, small trays and vases, made with the built-up coil process. Pressing and shaping illustrated. Poured piece by a group. Firing and glazing.

Cement.—Principles involved in mixing concrete. Concrete construction, plain and reinforced. Uses and value. Problems: trays, window boxes, flower pots. Group problem, building in miniature form.

Metal.—Melting, casting, filing, hammering, finishing. Electro-plating. Paper weights, letter files and other small useful articles are cast in sand; lead is used.

Leather Work.—Tooling, shaping, sewing and coloring are done in small pieces such as, purses, handbags, card holders and watchfobs.

Textiles.—Study of design as applied to fabrics. Stenciling and wood-block printing. Discussion of materials as to value, also elaborate tests for the four fibers. Curtains, cushions, runners, etc., are made in class.

Woodwork.—Principles of woodwork as brought out through joinery and carpentry will be studied. Fundamental operations in lumbering, sawing and seasoning. Problems involving the use of butt and cross-lap joints, also exercises in squaring up a piece of lumber.

III—Mechanical Drawing. One term. This course is planned to give thorough instruction in the use of drawing instruments and the principles of simple orthographic projection. Problems are used that can be worked out later in the shop. Working drawings are made from the freehand sketch. In connection with this, stress is laid on commercial forms of letters and titles of drawings; also the development of surfaces and lines of intersection.

English. Junior A.

Literature and Language.

This course aims to develop in the student—

(*a*) Appreciation of literature and language as art and of the importance of artistic and literary standards as "touchstones" in teaching.

(*b*) A "linguistic conscience and pride."

(*c*) A sound view of the character, scope and aims of literary and linguistic training in the elementary school.

The course includes—

(*a*) *Literature.*

1. Study of the nature, elements and typical forms of literature.
2. Intensive treatment of poems and stories appropriate to the grades.
3. Discussion and application of principles determining the selection of literature and the method of presentation in the classroom.

(*b*) *Language and Grammar.*

1. Study of the nature, origin, growth and function of language — Questions of usage, provincial, national, colloquial, standard.
2. Study and application of principles underlying artistic expression and composition—Emphasis upon structure as vital to composition—Analytic study of the short story as a model of artistic structure—Studies in prose rhythm—Memorizing of poetry and prose—Studies in the technique of expression; enunciation, inflection, emphasis, phrasing and expressive tone quality.
3. Discussion of the nature of the problem of elementary composition—Factors determining the choice of material—Value of preliminary oral treatment in the gathering and organizing of material—Emphasis upon form and order in expression and upon good habits of speech—Interest in the graphic word and in sentence form and variety.
4. Practical lessons showing the selection and use of material and illustrating various types of language study in the elementary grades.
   a. Picture studies stimulating imaginative short-story writing.
   b. Dramatization of fables, nursery rhymes and story—Its value in promoting naturalness and ease in expression and in focusing the attention on thought and character, artistic form and structure.

c. Playwriting, emphasizing the importance of a beginning, middle and end in composition.

d. Letter-writing, including the study of famous letters to children—imaginative situations—Various uses of the letter form.

e. Conversational lessons stimulating a keen interest in familiar things and quickening the power of observation —Application of the principles of description and narration to the telling of simple experience.

f. Lessons illustrating the organization and selection of material contributed by the class on a given topic—Development of the idea of the paragraph as a unit of thought.

Reading.

Nature—thought process. Sentence as a visual, verbal unit. Purpose, its cultural and formal aspects. Teaching a child how to read and how to read a book.

What—its identification with the end which makes reading valuable. Essentials governing selection. Organization of the reading matter, providing for several lines of reading. Adequate supplementary material. Home reading. Sight reading. Variations in courses of reading. Fixed standards of accomplishment. Reading to children and by children.

When—theoretical and practical sides of the question. First reading experiences. Reading interests and the part they play in determining when a child should be taught to read. The hygiene of reading.

How—conceptions on which methods in reading are

based. Thought grasp and technical facility. The reading problem. Comparative method—alphabetic, phonetic, word, sentence, story or content and natural methods. Also the Montessori method and method combinations discussed as to aim, procedure, worth, etc. Value of more than one method. Vocabulary—function of the word, gaining the meaning, unusual words and word drill.

Silent and oral reading—relative importance of each. Association tracks and first habits. Preparatory reading lessons and assignments. What the reading recitation should stand for. Prime test of efficient reading. The importance of the teacher's example. The teacher's freedom in the choice of material and use of method. Developing the reading habit. Dealing with special cases.

Students made familiar with the best books used in the grades and their purpose and worth determined.

Reading content discussed in the light of appropriate presentation.

Method in Spelling.

Educational and conventional value. Sources from which to derive words. Aim. Spelling prospective—avoid studying words on a dead level. Drill and where the emphasis should come. Eye, ear and motor-minded spellers. Graphic spelling—co-ordination between idea and muscular movements. Oral spelling as a means, not an end. Syllabication. Incidental, spasmodic and explicit treatment. Language units and formal lists. Association of meaning and form—extension of vocabulary and indirect process. The dictionary. Teaching a spelling lesson, against conducting a spelling exercise. Training a child to study. Misspelled words. Homonyms. Phonic analysis in spelling. Psychological relation between spelling and reading.

Phonics.

Subject matter. Twofold purposes in teaching. Related to and separate from reading. Good speech environment. Analysis and synthesis involved. Analysis—how it should proceed, danger in excess and what it should count for.

Music. Junior B.

The aim of this course is to stimulate musical feeling and appreciation through a study of the principles and ideas that underlie musical structure. Although a knowledge of technique is regarded as a vital factor in appreciation, greater importance is attached to the interpretative study of rote songs with the view of revealing not only their significance, power and beauty, but their educative value in clarifying the feelings and stimulating initiative for the beautiful. The awakening of musical ideas through this inspiration of song forms the necessary foundation of musical experience upon which to base the technique of the subject.

The course includes—

(*a*) Interpretative study of rote songs revealing in phrasing and in purity of intonation and the significance and beauty of the musical ideas expressed.

(*b*) Study of fundamental principles and technique, keys, scale, structure, major and minor, chromatic tones, time, intervals, signatures, grouping of notes, terms of expression and tempo; sight singing and dictation; ear training; study and writing of melody and rhythm; elementary comparisons of the rhythms of music and poetry; two and three-part singing.

(*c*) Application of principles to methods and teaching material in the grades.

Penmanship.

The purpose of the course in penmanship is to instruct students in the execution of good handwriting and the best methods of teaching the same.

Points especially emphasized are; correct position, including that of different parts of the body and also of materials, movement, correct slant, and letter forms. These are discussed, and the reasons for their use made clear. Much practice at the desks and blackboards is given, always accompanied by helpful criticism.

The method of teaching penmanship is discussed with regard to best means of teaching position, movement and form, the time for the child's beginning of writing, materials used and their adaptation to the child's needs, the use of the blackboard for both teacher and pupil and the place of writing in the school curriculum and class program. At the close of the course lesson plans for writing lessons are written and discussed, the students teaching the lessons according to their plans.

Practical Spelling Lessons.

Spelling is emphasized in all departments, teachers sending to the office lists of misspelled words which occur in regular class work and tests. These words tabulated, and constantly added to, are used for drill purposes in regular spelling classes. Spelling is also taught in connection with the English work.

Physiology.

A series of personal talks is given to students by the physical training teacher relative to care of health, personal hygiene and systematic exercise. The pernicious effects of stimulants and narcotics are discussed in relation to mental and bodily development as well as the relation of fresh air and sunshine, sleep and rest, exercise and digestion, to the constructive forces of brain and body. The physical train-

ing teacher, having personal knowledge of the needs of students, is enabled to treat the subject in a practical and sympathetic manner.

Physical Education.

The general health of students is the first consideration, and to this end students are weighed, measured and examined by the physical training head and the school physician. In order that students may do intelligent, corrective work, cards are given them, indicating proper exercises for weaknesses. The work in the gymnasium is educative, hygienic and recreative, the relation of organic vigor to mental ability and happiness being emphasized.

The German and Swedish systems of gymnastics are taught with special reference to grade work. Students are placed in charge of classes in order to give them confidence, initiative and the ability to make the work interesting and helpful.

Besides the regular grade work, students themselves receive special training for their own bodily development and muscular control. Exercises are given which regulate the blood pressure, force expansion of the lungs, secure correct carriage and give grace of motion. Simple apparatus work is used to produce quickness of action and muscular power.

Games and folk dancing are made important features; students are fond of these forms of mental and physical recreation. The games selected are those which children enjoy, and students are called upon to lead and direct them. This gives valuable practice for playground and summer school activities.

Poise, grace, balance, alertness and muscular power express beauty in action as well as in thought and feeling. Folk and æsthetic dancing develop these things.

The aim of the course is not only to prepare students for classroom work, but is to give courage to the timid, energy to the sluggish, grace to the awkward, the recognition of

GYMNASIUM.

the place of play in the child's life and the sincere desire to make the mind a worthy inhabitant of a well built and cared-for house.

Frequent exhibitions given in the spacious and well-equipped gymnasium indicate the scope and interest manifested in the physical training work.

Myths and Folklore. Junior A.

Study of Myths and Folklore and their uses in Epic Poetry.

A study of the permanent truths underlying the earlier expressions of the race and the analysis of the ethical and artistic content as they appear in the hands of the poet.

Text and Reference Books:

Homer's Iliad and Odyssey, Bryant's Translation.
Snider's Commentaries on Iliad and Odyssey.
Wagner's Ring of the Niebelungen.
Irving's Alhambra.
The Arabian Nights.
Jamison's Sacred and Legendary Art.

Story Telling. Senior B.

Comparative study of literature in its poetical, mythical and historical settings. Practice in selecting and telling stories. Discrimination of moral and ethical values. Practice in writing and adapting stories.

Text and Reference Books:

Browning's Pied Piper.
Miss Peabody's Piper.
Ibsen's Little Eyolf.
Irving's Rip VanWinkle.
The Legend of Sleepy Hollow.
Hawthorne's Wonder Book.

Kingley's Hereward the Wake.
Scott's Ivanhoe.
Blue Beard.
Maeterlink's Barbe Bleu.
Maeterlink's Blue Bird.
Chanson de Roland.
Wagnerian Myths.

Dramatization. Senior A.

The use of the dramatic form in the school. The music story. Practice in the presentation of a school drama.

Kindergarten Course.

Junior B (First Half Year).

Psychology,	4	periods	per	week
Arithmetic,	4	"	"	"
Manual Arts,	4	"	"	"
Physical Education,	2	"	"	"
Nature Study,	5	"	"	"
Music,	2	"	"	"
Agriculture,	2	"	"	"
Writing,	1	"	"	"
Gifts,	1	"	"	"
Occupations,	1	"	"	"
Games,	1	"	"	"
Songs,	1	"	"	"
Mother Play,	1	"	"	"
	29	"	"	"

Junior A (Second Half Year).

Psychology,	4	periods	per	week
Literature,	5	"	"	"
Manual Arts,	4	"	"	"
Mechanical Drawing,	2	"	"	"
Physical Training,	2	"	"	"
Myths,	1	"	"	"
Applied Science,	3	"	"	"
Physiology,	2	"	"	"
Spelling,	1	"	"	"
Gifts,	1	"	"	"
Occupations,	1	"	"	"
Games,	1	"	"	"
Mother Play,	1	"	"	"
Stories—Program,	1	"	"	"
	29	"	"	"

Senior B.

History,	3	periods	per	week
Music (Grade),	2	"	"	"
History and Principles of Education,	5	"	"	"
Story Telling,	3	"	"	"
Writing,	1	"	"	"
Business Correspondence,	1	"	"	"
Physical Education,	2	"	"	"
Mother Play,	3	"	"	"
Gifts,	2	"	"	"
Occupations,	2	"	"	"
Games and Rhythm,	1	"	"	"
Program,	1	"	"	"
Stories,	1	"	"	"
Kindergarten Music,	1	"	"	"
	28	"	"	"

Senior A.

School Hygiene,	4	periods	per week
History of Institutions in Education,	5	"	" "
Visiting of Educational Institutions and Platform Practice,	3	"	" "
Dramatic Art,	2	"	" "
Physical Education,	2	"	" "
Mother Play,	2	"	" "
Gifts,	2	"	" "
Occupations,	2	"	" "
Games,	1	"	" "
Kindergarten Music,	1	"	" "
Program,	2	"	" "
Education of Man,	1	"	" "
	27	"	" "

Note.—The study of Froebel's "Pedagogics of the Kindergarten" is taken up in connection with gifts. "Education by Development" is studied in connection with occupations.

This course requires two years. Students are admitted in September only. The entrance qualifications are the same as those for grade teachers, with the additional requirements of a good singing voice and the ability to read and play instrumental music. Personal qualifications as to fitness, physical and mental, for the special needs of the Kindergarten will be considered at the time of admission. The number of students will be limited.

Junior B—20 Weeks.

Psychology,
Arithmetic,
Manual Arts,
Physical Education,

Civic Biology,
Agriculture,
Writing,
Music.
Gifts,
Occupations,
Games and Rhythmic Work,
Singing,
Mother Play.

Junior A—20 Weeks.

Psychology and Individual Teaching,
Literature, Language and Grammar,
Manual Arts,
Mechanical Drawing,
Physical Training,
Study of Myths and Folk-Stories,
Applied Science.
Physiology,
Gifts,
Occupations,
Games,
Mother Play,
Stories,
Program.

These subjects pertain directly to the Kindergarten.

Mother Play: Principles of Kindergarten methods as given by Froebel in his "Mutter Und Koselieder." Careful consideration of their relation to the right guidance of the child in the home and in the kindergarten.

Gifts: Study of their arrangement and purpose. Practical suggestions for their use in home and kindergarten.

Occupations: As supplementary to the gifts; as related to the child. Carefully selected series to be made by students.

Games and Rhythmic Work: The Play life of the child studied in regard to instinct, physical exercise, imitation, imagination and social relationships. Rhythm and its proper development. The playing of kindergarten games.

Singing: The songs of the kindergarten; selection, expression, presentation.

Program Work: A general review of the sequences of the year, its holidays and special observances; the typical program; how to meet the individual child.

Stories: To supplement the general story course a particular study is made of stories adapted to the purposes of the kindergarten. Practice in selecting and telling.

Senior B—10 Weeks.

Grade Music and Chorus Work,
History and Principals of Education,
Story Telling,
Writing,
Business Correspondence,
Physical Education.
Mother Play,
Gifts,
Occupations,
Games and Rhythms,
Program,
Stories,
Singing.

Students having satisfactorily completed this course now enter on their ten weeks of practice in the kindergarten or primary grades.

Senior A—10 Weeks.

Students having satisfactorily completed ten weeks' practice now enter this class.

School Hygiene.
History of Institutions in Education.
Visiting of Educational Institutions and platform practice.
Teaching process.
Dramatization.
Science Methods.
Physical Education.
Reading and Spelling.
Mother Play.
Gifts.
Occupations.
Program.
Singing.
Games.
Education of Man.

The student is here given practice in original arrangements and adaptation of kindergarten material. A greater amount of originality will be looked for.

Mother Play: This subject will be continued and especially related to the kindergarten program.

Gifts: Original work from students. The study of Froebel's Pedagogics of the Kindergarten will be made in connection with the gifts. Architectural laws will be considered in relation with the 5th and 6th gifts.

Occupations: Froebel's Education by Development will be used, and the series of the occupation work completed; color and form and decoration considered.

Games and music and story telling now center around the programme-making. Special attention will be given to representative music.

Programme: A complete programme will be written by each student and discussed in class.

Education of Man: A general survey of this work of Froebel's as applied to kindergarten and grade teaching.

Students now enter on their ten weeks practice in the kindergarten or primary grades. When satisfactorily completed the student receives a diploma for kindergarten and first four primary grades.

Text and Reference Books—Junior Kindergarten.

Mottoes and Commentaries of the Mother Play,	Blow.
Songs and Music of the Mother Play,	"
Symbolic Education,	"
Letters to a Mother,	"
In Story Land,	Harrison.
Study of Child Nature,	"
Two Children of the Foot Hills,	"
Some Silent Teachers,	"
The Kindergarten Building Gifts,	"
Songs for Little Children 1 and 2,	Smith.
Childlife in Music,	Arnold.
Rhythms for the Home, Kindergarten and Primary,	"

Text and Reference Books—Senior Kindergarten.

Pedagogics of the Kindergarten,	Froebel.
Education by Development,	"
Education of Man,	"
Commentary on the Mother Play,	Snider.
Psychology of the Gifts,	"
Wagner Themes,	Schirmer & Co.

Training and Practice.

In the Junior year the Normal students are given the majority of their work in theory. This is related to the actual problems of the classroom through observation and individual teaching. When these students begin Senior grade work, the class is divided into two sections. One section remains in the theory department while the other goes into the training school. At the end of ten weeks the

DEMONSTRATION ROOM.

two sections are reversed. This makes it possible to handle large classes and still make the work intensive.

Webster School.

This is the training school of the theory department. It is located on Crane and Webster streets, about four blocks from the Normal School. The building is of modern construction, has a gymnasium, an auditorium, a manual training shop and a classroom for defectives. This school has about twelve hundred pupils and thirty teachers. Twelve of the thirty rooms are model and training rooms, conducted by especially trained teachers.

Organization of Training.

Of the Senior students, who go to Webster School, from three to five are assigned to each training teacher. While in this department their activities are principally as follows:

1. They work with individual children and assist in practically all the routine work of the room.
2. They observe the model work of the training-teachers. This observation is directed and to a definite purpose. Observation is followed by discussion.
3. At the end of the first week each student prepares to teach a class. He or she teaches a lesson or sequence of lessons each week. The amount of teaching is increased as the work progresses.
4. The fourth activity is best described as an applied course in classroom management. This is outlined under the heading of school management, as classified among the theory courses.

At the end of ten weeks the student-teachers have gained a fair knowledge of children, their tendencies, interests and needs. They have acquired many habits of teaching and controlling children,, and have made their theory practical

by having it function under existing school situations. They are now prepared to better appreciate their remaining theory courses, and the program is so arranged that the major subjects are now presented for completion.

Practice Teaching.

After having had instruction on the principles of teaching and methods of the recitation, and ten weeks' training in the Model and Training School, the student-teachers are now put to their final test of teaching and governing a school under such conditions as the elementary schools of the State present. Students are distributed among twenty different schools in the vicinity. They are placed with individual practice-teachers. After a few days they begin to teach, and before the end of the ten weeks' practice they are required to conduct a school successfully for at least a day at a time. The students are visited from time to time while in these adjunct schools of practice, and a uniformity of standards and ratings is maintained.

Observation and Individual Teaching.

Intelligent appreciation of the tendencies and needs of children is the first qualification of the teacher. Directed observation is the first means of gaining this appreciation. Normal students begin to analyze subject matter and method from the standpoint of the child as soon as they begin their special method and psychology or general method courses.

The individual theory instructors are largely responsible for the extent and success of this work. During each term of the Junior year and the first quarter of the Senior year, each instructor is expected to have at least eight type lessons taught in the model school or demonstration room for his or her class to observe. These model lessons are not planned for a particular day of each week, but are arranged on a week's notice to meet the immediate needs

and growing demands of the theory instructors. It is through this observation that the Normal students are first introduced to the Model and Training School and the relation of theory to practice. This work is supplemented by carefully directed individual teaching. This is intended to furnish an initial opportunity for the application of their theory and the gaining of a few habits of teaching and studying children. This work is under the direction of the Psychology department.

Business Correspondence.

The main object of this course is to drill the students in the use of correct and forceful English for business purposes. Lectures deal with the principles of effective expression and their application to business correspondence. The form and content of business letters which teachers will use are studied and developed by practice.

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